Update on Biennial Reports Submitted in 2008-09
October 23, 2009

Introduction
This item discusses the first full year of implementation of the biennial reports, submitted in 2008-2009. It provides an analysis of the data submitted for three credential areas: Preliminary Multiple Subject, Preliminary Single Subject, and Preliminary Administrative Services. At the next COA meeting, staff will provide a similar analysis related to the biennial reports submitted for additional credential areas.

Staff Recommendation
This is an information item.

Background
Under the current accreditation system, biennial reports are due in years 1, 3, 5, and 7 year cycle. The purpose of the biennial report is for every approved educator preparation program to demonstrate how it utilizes candidate, completer, and program data to guide on-going program improvement activities. In addition, the biennial reports move accreditation away from a "snapshot" approach to accreditation to one in which accreditation is on-going. The biennial report process allows for the recognition that effective practice means program personnel are engaged constantly in the process of analysis of data and program improvement.

The biennial report includes a section in which the institution can briefly describe its educator preparation programs, summarize the number of students and completers in each program, and provide a brief update on changes made to the programs since the last site visit or biennial report was submitted. In addition to candidate and program data, the report also includes a section in which institutional leadership identify trends that were observed across programs and describe institutional plans for remedying concerns identified by the data. Program-specific improvement efforts must be aligned to appropriate common or program standards.

At the April 2009 Committee meeting, staff provided an update on the biennial report process for those institutions in the three cohorts (Orange, Green, and Violet) that submitted their first biennial reports in the Fall 2008 (http://www.ctc.ca.gov/educator-prep/coa-agendas/2009-04/2009-04-item-17.pdf). Another three cohorts (Red, Yellow and Indigo) have begun submitting their first biennial reports to the Commission. These will continue to be submitted through December 15, 2009. In the April 2009 agenda item, Commission staff identified some of the major types of data that was reported for each credential area, reported on some of the challenges of the first year of implementation, and offered some preliminary staff observations.

Staff and COA had discussed the importance of conducting an analysis of the types of data submitted for each credential area. This information could help the COA and Commission staff: 1) provide better guidance to the field about useful candidate assessment data, 2) identify model assessments for each credential area; and 3) identify credential areas with particular challenges in collecting, reporting, and using candidate assessment data.

Analysis of the Data Submitted
This agenda item begins this process with an examination of the data submitted for Multiple Subject Programs and Single Subject Preliminary programs, and Preliminary Administrative Services Programs. An in folder item will be provided that includes information on the candidate assessment and program effectiveness data submitted for each of these three credential areas, the analysis of that data for the purposes of biennial reporting, and will identify, where appropriate, any actions the COA might consider to address challenges with biennial reporting implementation thus far with respect to these three credential areas.

Next Steps
Depending on the information provided by the analysis and the subsequent COA discussion, staff will respond accordingly to address the identified challenges and to better assist institutions in responding to the biennial report requirements. Staff will also prepare additional analyses for other credential areas and bring a similar item back to the COA for discussion.